Marriage statements

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| Statement | Facilitation notes |
| Women are naturally better parents than men. | * Ask follow-up questions that allow participants to present different ideas about gender roles of men and women, and whether or not these different roles are tied to biological reasons or social expectations. * If the opportunity comes up, point out that while there may be strong community rules about the roles that men and women and girls are boys are expected to play, it is very likely that not everyone in the community lives according to these rules. |
| Marriage is more important for girls than for boys. | * Reflect on participants’ opinions to explore different pressures and norms for girls to marry compared to boys – and the sources of these different pressures. * Ask participants what some of adolescent girls’ (and boys’) own desires for themselves are and how these relate to expectations of their families and communities. * If comments on the role of traditional and religious norms that limit girls’ choices come up in the discussions, encourage caregivers to have an open conversation about how these norms make them feel and share stories about how these norms have changed throughout time and in different communities, including with the leadership of traditional or religious leaders. |
| Love is the most important aspect of a happy relationship. | * Ask follow-up questions to encourage participants to explore the key elements of “happy” relationships, including aspects such as respect, shared power, and other priorities identified by participants. |
| Every girl and boy should get married. | * Encourage participants to explore why (some) people think that everyone should get married, whether it is the same for girls and boys, what effects over girls and boys lives this expectation might have, and whether adolescents (girls) themselves agree with this idea. |
| A couple should decide together if and when they want to get married. | * Look for opportunities to explore with participants who they think should make decisions about marriage, and why. |
| Women have the same right as men to study and to work outside the home. | * Highlight what participants state that relates to their views on power and access to opportunities within the home (e.g., rights of women/men). * Begin to make the point that thinking about marriage is not only about who the ideal partner might be, but also about the quality of a relationship and how that relationship fits into a broader range of life goals and resources people (including girls) hope to access for themselves. |
| Girls have the right to determine if, when and whom they marry. | * Notice that participants may hold a range of opinions on whether this should be true. * Participants may also identify a range of pressures that prevent the realization of this right. Yet, this is a human right that all girls hold. This will be stated at the end of this session, so there is no need to underline it now. |

This resource is adapted from Plan International (2018). Champions of Change (module: Child Marriage).